2005-2006 NONACADEMIC DATA REPORT GUIDELINES (2004-2005 SCHOOL YEAR DATA)

Retention Rate (grades 4-12)
Dropout Rate (grades 7-12)
Transition to Adult Life Success Rate (graduates)

The following guidelines are intended to provide specific information regarding definitions and procedures for collecting data on *Grade 4-12 Retentions*; *Grade 7-12 Dropouts*; and *Transition to Adult Life for Graduating Seniors*.

September 2005

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SUMMARY OF DATA COLLECTION DEADLINES

Date	Activity
September 1	Transition to Adult Life verification period begins
October 1	Last date to verify 2004-2005 dropouts Scheduled date for the Web Application for Data Entry to go Live.
November 1	*Nonacademic Data Report* including **Retention, Dropout and Transition to Adult Life** data due to KDE

The Nonacademic Data Report is due to KDE November 1, 2005

Instructions and the data collection instrument used to capture the data necessary for the Nonacademic Data Report will be available October 2, 2005.

Assistance:

For assistance please contact Chris Thacker at (502) 564-5279 or via email at chris.thacker@education.ky.us.

SUMMARY OF CHANGES FOR 2004-2005 NONACADEMIC DATA SUBMISSION

*There are several changes in **this** year's reporting of Non-Academic Data.*

1. *Recent action by the Kentucky Board of Education impacts **this** year's Non-Academic Data that reports on the 2004-2005 school year. Students who receive their GED from a state approved program **prior** to October 1, 2005 are to be reported as graduates for the 2004-2005 school year. (Pages 5, 7 & 8)*

2. *Students who have a long-term absence because of illness (documented by a physician) and who are not receiving educational services are no longer considered dropouts. (Page 7)*

3. *The Transition to Adult Life report includes a new category of **deceased**. In addition, the Senior Transition Survey includes questions specific to those students enrolled in a Career and Technical Education program prior to graduation. (Pages 14, 19 & 21)*

The Non-Academic Data web application will reflect the changes above. Screen shots and directions for completing the application are contained in Appendix B, which begins on page 24 of this document.

COLLECTION OF RETENTION AND DROPOUT DATA
Retentions

Student retention from the 2004-2005 school year for grades four through twelve (4-12) must be noted, by grade level and by students with and without disabilities, in the *Nonacademic Data Report* submitted to the KDE. You can use the worksheet on page 18 to assist with this task.

Dropout Data

Dropout data is reported for each grade, 7 through 12, by gender and race for students with and without disabilities. The worksheet on page 18 provides a simple table to record this information.

Dropout Definition

A. According to the National Center for Educational Statistics (NCES) definition adopted by the Kentucky Board of Education, a **dropout** is an individual who:

   1. Was enrolled in school at some time during the previous school year (2004-2005);

   2. Was not enrolled at the beginning of the current school year (2005-2006);

   3. Has not graduated from high school or completed a state or district approved educational program; and

   4. Does not meet any of the following exclusionary conditions: (a) transferred to another public school district, private school, or state or district approved education program; (b) temporarily absent due to suspension; or (c) died (or deceased)

B. When determining dropouts, the following definitions apply:

   1. A **school year** is defined as the 12-month period of time beginning with the opening day of the 2004-2005 school year and ending the day prior to the opening of the 2005-2006 school year.

   2. A school **completer** has graduated from high school, or completed an approved educational program, upon receipt of formal recognition from school authorities.

   3. A state or district approved program may include special education programs, home and hospital (homebound) instruction, or some other certification differing from the regular diploma.

   4. Transfer may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education.

C. Schools are accountable for students for a full school year as defined above. This means a student who drops out over the summer must be reported. A summer dropout is counted during the school year in which s/he failed to return, not during the school year s/he completed. Therefore, students who complete the 2004-2005 school year but fail to return for the 2005-2006 school year by October 1, 2005 are counted as a dropout for the 2005-2006 school year when next year's dropout data is submitted, and are not included in this year's data.

D. Schools are responsible for verifying the whereabouts of all students enrolled for the 2004-2005 school year who withdrew from the school.

E. Schools must account for withdrawals in grades 7-12. ***Any student in grades 7-12 who is not accounted for is considered a dropout***. A dropout rate in elementary schools (entry level, primary and grades 4-6) is not calculated for accountability purposes.

F. The W5 code is used specifically to account for verified transfer students. The code W16 should be used to account for students who: (Note: W16's are considered dropouts.)

1. Enrolled at the end of the 2004-2005 school year and failed to enroll in this or any other school district by October 1 of the 2005-2006 school year; or

2. Have moved out of this public school district for which enrollment elsewhere has not been substantiated.

3. Were formerly classified as W12 who cannot be verified to be in a court prescribed educational program.

G. Consistent with the spirit of KERA, calling for schools to reduce physical and mental barriers to learning, a student who is ill and participating in an approved home and hospital (homebound) instruction program is not considered a dropout. However, a student coded as ***W07*** and who is neither in school, nor participating in an approved educational program is a dropout. Schools should update their ***W07*** data from the 2004-2005 school year to account for students who were coded as ***W07***'s and then re-enrolled in school for the 2005-2006 school year. Students previously coded as ***W07*** who re-enter school by October 1 of the following school year are not considered dropouts.

H. Students coded ***SSP2*** are also considered dropouts. A complete description of all withdrawal and other codes is found on pages 9 and10.

Documenting School Leaver Status

A. Each school must document a student as a legitimate school **leaver** (i.e., documented transfer or completer), or the student is automatically considered a dropout. Documentation helps to ensure uniform and comparable dropout data across schools, districts, and states.

B. In general, documentation will involve:

1. A formal notice of some kind (i.e., transcript request); or
2. Information from a responsible adult.

- Formal notice includes:

    o A formal request for transcript (or other written documentation) will suffice to verify that a student has transferred to another school. Date of receipt of request should be maintained, along with the address of the school to which the student has transferred. It is not necessary to verify that the student is actually attending the new school or to follow up with the student any further following receipt of a transfer request. 702 KAR 7:125 Section 20 (2) requires that a request for records and other information involving the transfer of pupils be maintained in the student's permanent file.

    o Notes from an exit interview with a school official, Director of Pupil Personnel records, letters from parents and the like are acceptable written documentation of school leaver status, <u>if they document an actual status, not just intent</u>. The communication must document that the student is enrolled in an approved educational program as opposed to the student's intent to enroll.

    (Note: To document actual status of enrollment in an approved educational program requires written documentation generated by the approved program which can be provided by parents or the school.)

- Notification by responsible adult includes:

  o Parent or guardian, school official, faculty member, or other adult with responsibility for the student (e.g., pupil personnel, medical doctor, corrections official, etc.). For example, if the school contacts a parent and the parent says that the student has taken a job and dropped out, written documentation of the phone call will suffice to verify the status of the student as a dropout.

  o Responsible adult can also include a family member (grandparent, sibling, aunt, etc.), responsible neighbor, or friend or local community member at least 14 years of age who can verify the whereabouts of the school leaver. The person must have direct knowledge of the school leaver's whereabouts. Second-hand information is not valid.

EXAMPLES OF VERIFIED TRANSFER STUDENTS:

- *George's mother asked for a copy of his immunization records and told the school counselor their family was moving to Orange County, Florida in a few weeks. An inquiry from the district to the Orange County schools confirmed that George was enrolled in 7th grade at Orange County Middle School.*

- *In a telephone call, George's mother told the attendance clerk that George was just finishing his first semester as a seventh grader in Orange County Middle School.*

- *The school received a formal request for George's records from Orange County Middle School in Florida since he had recently enrolled as a seventh grader.*

EXAMPLES OF DROPOUTS:

- *Tammy enrolled in Mountain High School in September 2004 as a ninth-grader and completed the fall and spring semesters (2004-2005 school year). By October 1, 2005, Tammy did not show up at Mountain High School. Her enrollment could not be substantiated elsewhere. This would make Tammy a summer dropout and thus would be counted as a 2005-2006 dropout for her sophomore year.*

- *In a telephone call, Tammy's older sister told the attendance clerk that Tammy worked at a local store and did not plan to return to school.*

The chart below will assist you in determining school leaver status:

A STUDENT WHO:		DROPOUT?	CODE
1.	Graduated	No	NA
2.	Was in membership only during the summer following the 2004-2005 school year (not officially in membership)	No	NA
3.	Left school after passing the age up to which district must provide free public education	Yes	W25
4.	Died	No	W08
5.	Has not graduated, received a GED, or completed an approved program, and educational status subsequent to leaving school is unknown	Yes	W25
6.	Moved out of district or state and is not known to be in school	Yes	W25
7.	Transferred to, and is in membership in:		
	a.) Another public school district in or out of state	No	W22
	b.) Private school in or out of state	No	W21
	c.) Early college (baccalaureate credit) admissions before receiving high school diploma	No	W05
	d.) Legitimate* home school	No	W03
	e.) Expelled for behavioral reasons withdrawn to a state agency.	No	SSP1
	f.) Expelled for behavioral reasons withdrawn to a regional alternative facility.	No	SSP1
8.	Enrolled in an institution that is not primarily educational (Military, VoTech, etc.), not considered special school district	Yes	W06 or W18 (Age dependent)
9.	Is in district and not in school:		
	a.) Long term absence because of illness and not receiving educational services (Illness must be documented by a signed statement from a physician.)	***No*** **(Change)**	W07
	b.) Absent because of disciplinary action		
	1.) Expelled for behavioral purposes, being provided educational services by the expelling local school district.	No	SSP1
	2.) Expelled for behavioral purposes, being provided educational services by a regional alternative facility not run by the expelling local school district.	No	SSP1
	3.) Expelled for behavioral reasons and not being provided educational Services	Yes	SSP2
	4.) Expulsion period has expired, and student has not returned to school	Yes	W16
	5.) Expelled, transferred to and enrolled in membership in another school district.	No	W04 or W05 (Residence dependent)
10.	Is in alternative educational setting (i.e., home and hospital (homebound) instruction, special education residential facility, correctional institution, community or technical college):		
	a.) Program administered by agency considered a special school district or extension of a regular school district in alternative educational setting (i.e. home and hospital (homebound) instruction, special education residential facility, correctional institution, community or technical college).	No	Various
	b.) Program is off-campus offering of regular school district.	No	W02
	c.) Program administered by agency considered a special school district or extension of a regular school district.	No	W02 or W04
	d.) Program not approved or administered by district; program classified as adult education.	Yes	W06 or W18 (Age dependent)

Legitimate home schools are those who have notified the local superintendent of schools each year by letter that they have established a home school and report the names, ages and place of residence of each of their children in attendance at the school and carry out the laws relating to compulsory attendance; teach those subjects that will educate children to be intelligent citizens; provide instruction for a term that is at least as long as the term in effect for the public schools in the district where the child resides; record and maintain scholarship reports of each student's progress in all subjects taught at the same intervals as the local public schools; keep accurate attendance records of pupil attendance; be open for inspection by directors of pupil personnel, officials of the Department of Education or the Cabinet for Families and Children; and are knowledgeable about the transfer process between the home school and public schools and understand that this process requires the public school to assign the incoming student to the grade for which he/she is best suited.

QUESTIONS AND ANSWERS ABOUT DROPOUT DATA & COLLECTION

1. How long is our school responsible for students?

Each school is responsible for all students who have enrolled in the school until students are verified as transferring to an approved school or verified as graduated. Any student enrolled during any part of the 2004-2005 school year who does not re-enter school by October 1 and is not verified as enrolled in an acceptable educational program is considered a dropout.

Enrolled in 2004-2005 and:	Status:
Returns to school by 10/1/05	Not a dropout
Withdrew in 2004-2005 and returns by 10/1/05	Not a dropout
Completed 2004-2005 school year and does not return to school by 10/1/05	2005-2006 dropout
Withdrew in 2004-2005 and returns after 10/1/05	2004-2005 dropout
Withdrew in 2004-2005 and returns by 10/1/05, but withdraws after 10/1/05	2005-2006 dropout

2. What about students who drop out and return to school?

If a student leaves school and does not transfer to an approved school, then they are considered dropouts. If a student returns to school by October 1 the student is not a dropout and should be coded with the appropriate re-entry code. (A student may be reported as a dropout in multiple years, but only one time each year.)

3. What about students who drop out and return to school more than once during the year?

If a student drops out more than once during the school year, the student should only be counted as a dropout one time per year. By submitting withdrawal data in the fall instead of June, each school should be able to provide an accurate dropout count.

4. What about students enrolled in drug or alcohol treatment programs?

If a student is receiving educational services they are not considered a dropout. However, if a student does not return to school after the end of the treatment period, he or she is considered a dropout. If a student is not receiving educational services as part of his or her treatment program, the student is coded as a W07.

5. What about students who are in alternative programs?

Students who are enrolled in alternative programs affiliated with A1-A6 schools are not considered dropouts.

6. Are students who are no longer attending school but are working toward a GED reported as dropouts?

Students who are enrolled in a state approved GED program and making progress are not reported as dropouts.

7. How will dropout data be used in the school accountability system for this accountability cycle?

The dropout rate is combined with other Non-academic indicators (attendance, retention and transition). Non-academic indicators are combined with cognitive measures (Reading, Math, Science, etc.) to form a school accountability index.

DEFINITIONS OF WITHDRAWAL CODES

W01: A pupil transferred to another homeroom in the same school. The re-entry code to use with W01 shall be R01.

W02: A pupil transferred to another public school in the same public school district. The re-entry code to use with W02 shall be R02.

W03: A pupil transferred to a nonpublic school in this public school district. The re-entry code to use with W03 shall be R03.

W04: A pupil transferred, without change of residence, to a school outside this public school district. The re-entry code to use with W04 shall be R04, R05, or R07.

W05: A pupil who has moved out of this public school district and for whom a request for student records has been received or enrollment has been substantiated. The re-entry code to use with W05 shall be R04, R05, or R07.

W06: A pupil who is 16, but not yet 18 years of age and has dropped out. The re-entry code to use with W06 shall be R06.

W07: A pupil withdrawn due to those communicable medical conditions that pose a threat in school environments listed in 902 KAR 2:020, section 2(1), accompanied by a doctor's statement certifying the condition, or any other health related condition for which the student is too ill to participate in regular school attendance or local homebound instructional services, or if the student has obtained a doctor's statement certifying the condition. The re-entry code to use with W07 shall be R06.

W08: A pupil withdrawn due to death.

W09: A pupil graduated or completed a 504 plan or an individual education plan prior to the end of the school term or year.

W10: A pupil who has been expelled for behavioral reasons withdrawn to a state agency. The re-entry code to use with W10 shall be: (a) R06, if the student returns to the expelling local school district in the current school year after the expulsion period has been completed; or (b) R10, if the student returns to the expelling local district in the current school year prior to completion of the expulsion period.

W11: A pupil who has been expelled for behavioral reasons and withdrawn to a regional alternative facility not ran by the expelling local school district. The re-entry code to use with W11 shall be: (a) R06, if the student, after the expulsion period has ended, returns during the current school year; or (b) R11, if the student returns in the current school year prior to completion of the expulsion period.

W12: A pupil under the jurisdiction of the court. The re-entry code to use with W12 shall be R06. For end of year adjustments, for accountability purposes, a W12 shall be recorded as a W16 if the district cannot substantiate enrollment in the proper educational setting designated by the court.

W13: A pupil withdrawn for a second or subsequent time who initially withdrew as a W06, W07, W10, W13, W16 or W18, and has previously been reported as a drop out for accountability purposes. The re-entry code to use with W13 shall be R06.

W16: A pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated. For end of year adjustments for accountability purposes, the W16 code shall be applicable to pupils enrolled at the end of the previous school year who failed to enroll in this or any other school district at the beginning of the current school year.

W17: An entry-level student in the primary program, withdrawn during the first two (2) school months due to immaturity or mutual agreement by the parent, guardian, or other custodian and the school in accordance with 704 KAR 5:060.

W18: A pupil eighteen (18) years of age or over who has withdrawn. The re-entry code to use with W18 shall be R06.

DEFINITIONS OF SAFE SHOOL CODES

Board Discipline Codes as used in STI for entry of Safe Schools Incidents:

Board Discipline id	Board Discipline Description
SSP1	Student Expulsions (receiving educational services)
SSP2	Student Expulsions (not receiving educational services)
SSP3	Student Suspensions (out of school only)
SSP4	Student Alternative Placement (no longer creates a safe schools incident)
SSP5	Student Corporal Punishment
SSP6	Law only

(Dropout codes are in bold face: W06, W07, W16, W18, and SSP2.)

NOTE: *Effective July 1, 2005 for the **2005-2006 school year** and beyond, the codes above changed. However for the reporting school year of this submission **(2004-2005)** these codes were still in effect. Please refer to 702 KAR 7:125 Section 17 (1) for the codes to be used during the 2005-2006 school year.*

COLLECTION OF TRANSITION TO ADULT LIFE DATA

The purpose of tracking graduates is to determine the degree to which Kentucky graduates are able to make a successful transition to adult life as required by KERA. **Graduate** refers to any student receiving a high school diploma, GED from a district or state approved program, or other certificate of successful completion (special education) between the opening day of the 2004-2005 school year and the day prior to the opening of the 2005-2006 school year.

Definition of Successful Transition to Adult Life

A. A graduate shall be considered successful if he or she is:

1. Enrolled as a full-time student at a Postsecondary school (a minimum of 12 units per semester);

2. Employed at least 30 hours per week in a permanent position; employment includes paid work (self-employed or for a business), caring for children/family in the home, community service, or religious duties;

3. An active member of the United States military; or

4. Involved in any work/school combination adding up to at least 30 hours per week.

B. High schools must verify the status of each 2004-2005 graduate. Data must be received by KDE no later than November 1, 2005. School personnel can use the information provided by seniors on the Senior Transition Survey completed in the spring of 2005 as a lead in verifying the status of each graduate.

C. Work (employment) includes:

1. Paid employment;

2. Employments as intern, apprentice, missionary, volunteer in community service;

3. Unpaid labor in family business (such as a family farm);

4. Caring for home/family; or

5. Seasonal employment if it is cyclical rather than temporary.

D. Work (employment) does not include:

1. Temporary short-term employment;

2. Seasonal employment on a one-time basis (not cyclical);

3. Taking care of home/family due to unemployment; or

4. Travel primarily for recreation.

E. If a graduate is working and going to school, the following table should be used in determining whether s/he is considered successful for accountability purposes. "School/Work combination" is one of the categories for the status of a graduate. This category should be used to indicate a successful work-school combination as shown in the following table:

Minimum School/Work Requirements for Successful Graduates

SCHOOL COURSE LOAD	+	MINIMUM WORK PER WEEK	EXAMPLES OF SUCCESSFUL GRADUATES
Full-time:			
12 semester units (6 quarter units)	+	None required	Full-time student in college, vocational, technical, or special school.
Part-time:			
9-11 semester units	+	5.0 hrs*	Part-time student taking 10 units of college courses and working in a cafeteria 6 hrs per week.
6-8 semester units	+	12.5 hrs	Part-time student taking 6 units of courses in technical school and working 14 hours in an auto repair shop.
3-5 semester units	+	20 hrs	Part-time night student taking 5 units of courses and working at least 20 hours at a day job.
1-2 semester units	+	25 hrs	Graduate cares for family/home at least 25 hours per week and takes 2 units at local college.
Not in school	+	30.0 hrs	Gainfully employed at least 30 hours per week.

* EXAMPLE: A high school graduate enrolled in 10 semester units of courses is fulfilling 10 of the required 12 semester units, which is 5/6th of what is necessary to be considered successful. The remaining 1/6th can be accomplished by 5 (5/30 = 1/6) hours of work per week (5/6 course load + 1/6 workload = 100%).

Inclusion of Students with Disabilities in the Measure of the Percentages of Students Making Successful Transitions to Adult Life

With the exception of students who are eligible for participation in the Alternate Portfolio Assessment Program, schools that serve students with disabilities will be held accountable for these students' successful transition to adult life using the same standards applied to calculate this non-academic indicator for all other students.

Students eligible for the Alternate Portfolio Assessment may be considered to have made successful transitions to adult life if they:

A. Make a successful transition to adult life as defined for the regular population of students; or

B. Enroll as a full- or part-time student (no less than ten hours per week), at a post secondary vocational school or adult education program preparing students for integrated work; or

C. Work in an integrated setting (for at least 10 hours per week) where the majority of workers are not disabled and/or are participating in supported employment *(P.L. 99-506 defines supported employment as competitive work in an integrated work setting with ongoing support services for individuals with severe disabilities)*.

Graduates transitioning to **community rehabilitation programs** shall be considered successful if the post-secondary training/employment takes place in an integrated environment.

Documenting the Status of Graduates

In order for this process to be successful, school personnel responsible for verification will need to use their best judgment to make some of the more difficult determinations of graduate status. For example, if a graduate has secured a full-time job but employment doesn't begin until December 1st, she should be considered successful. However, a graduate would not be considered successful if at the time of verification, he had found a four (4) week only temporary job.

Please follow these guidelines:

A. Each high school or district will need to select personnel responsible for tracking and verifying the status of all 2004-2005 high school graduates.

B. Trackers may use the information provided by seniors in the *Senior Transition Survey* that was completed in the spring 2005 to help verify graduates. Each completed survey should provide the former student's address, home phone number, and the name and phone number of someone who was expected to stay in contact with the graduate.

C. If this information proves to be inadequate, check other school records for additional information. There may be an address, telephone number, or other information that can be used to track the graduate.

D. If the tracker is unable to contact the graduate, the status of a high school graduate can be verified by:

1. a family member (parent/guardian, grandparent, sibling, aunt, etc.) at least 14 years of age who knows the status of the graduate;

2. a responsible neighbor, friend, or local community member at least 14 years of age who knows the whereabouts of the graduate;

3. the employer for whom the graduate is working;

4. the postsecondary school, college, or university in which the graduate is enrolled; or

5. the military service in which the graduate is enlisted.

E. Verification can take place in person, by telephone, fax, or written letter of confirmation with individuals or groups described above.

F. Once the status of a graduate has been successfully verified, the tracker should complete the last section of the *Senior Transition Survey*. This information should then be aggregated and entered in the web application provided by KDE. Schools should retain completed surveys for record-keeping purposes; surveys may be used for random audits by KDE as part of the school accountability system.

Transition to Adult Life Codes

	SUCCESSFUL
1	College - in KY *(at least 12 semester units)*
2	College - out of KY *(at least 12 semester units)*
3	Vocational/Technical/Special School *(full-time)*
4	Military Service *(full-time)*
5	Employment *(at least 30 hours per week)*
6	Work-school combination (*at least 30 hours per week combined*)
	UNSUCCESSFUL
7	Unsuccessful (*including un- or under-employed graduates and graduates who could not be found or verified)*
	NON-CLASSIFIED
8	Deceased

Note: Do *NOT* include foreign exchange students or deceased graduates in your male/female, ethnicity or transition status totals.

QUESTIONS & ANSWERS ABOUT TRANSITION TO ADULT LIFE DATA

1. *Which graduates am I responsible to verify?*

    Any 2004-2005 graduate who received a diploma or certificate of successful completion between the opening day of the 2004-2005 school year and the day prior to the opening of the 2005-2006 school year are to be verified. A-1 schools are responsible for tracking, verifying, and submitting to KDE the status of graduates from corresponding A2-A6 schools and 999 programs.

2. *What about students who were seniors in 2003-2004 but did not graduate until the fall of 2004?*

    These students are considered 2004-2005 graduates and their status needs to be verified. Students who were seniors in 2004-2005 who will not graduate until after the opening of the 2005-2006 school year are considered 2005-2006 graduates, and their status does not need to be verified this year.

3. *What about graduates who were former Special Education students?*

    You will need to verify all former Special Education students who received a diploma or certificate of successful completion, regardless of whether they participated in the 12th grade assessment (writing portfolio). However, you will be able to indicate whether or not this student completed an alternate portfolio.

4.   *What about graduates who transfer to another public high school during the year?*

    The rule of thumb is that each A-1 high school is responsible for verifying any 2004-2005 graduate, including graduates from corresponding A2-A6 schools, 998 and 999 (Home and Hospital) programs. If a student transfers from one A-1 high school to another A-1 high school and graduates, then the high school from which the student graduates is responsible for submitting the transition data.

5. *What if a graduate is a member of a military reserve unit but is not active more than one (1) weekend a month?*

    All graduates must work or go to school at least 30 hours per week in order to be considered successful. A graduate who is solely a member of the reserves would not fulfill this requirement and would be considered unsuccessful.

6. *What if I cannot locate the graduate?*

    You do not necessarily need to locate the graduate in order to verify his or her status. You will need to verify the status of a graduate with any responsible adult who has been in recent contact with him or her and can clearly describe what the graduate is currently doing.

7. *Can a graduate verify what his or her peers are doing?*

    Yes. In fact, it might be easiest to have one graduate verify that other former high school classmates are enrolled in the same institution (i.e., college, vocational, or special school, etc.). The same holds true for graduates working in the same place of employment; one graduate can verify the status of the other graduates.

8. *What if the person I'm talking to is not sure what the graduate is doing?*

    You will need to use your best judgment. If the person heard the graduate talking about future plans, then this is not a reliable source of verification. If the person saw the graduate at a job site two weeks ago as a full-time employee, then this is more reliable information.

9. *How do I know whether a graduate is taking care of home/family out of choice or unemployment?*

    If the graduate is taking care of the home or family, ask if the graduate is also seeking employment outside of the home (i.e., applying for jobs). This, and other related questions, can help you to make this determination.

10. *What if I cannot verify a graduate?*

    The graduate should be coded as unsuccessful (transition code 7).

11. *How will Transition to Adult Life data be used in the school accountability system for this Accountability Cycle?*

    First, the Transition to Adult Life success rate will be combined with other Nonacademic indicators (attendance, retention and dropout). Second, Nonacademic indicators will be combined with cognitive measures (Reading, Math, Science, etc.) to form a school accountability index.

12. *What do I do if a graduate is deceased or is a foreign exchange student?*

    If a graduate is deceased mark them as Transition code 8 but do not provide additional information. If the graduate was a foreign exchange student, do not include this student in your male/female, ethnicity or transition status totals.

13. *How do I code for the NCLB report a student who has received a GED?*

    For students who have received a GED from a state approved program they are reported on the NCLB section of this report as code 4, *"Graduated with a certificate of successful completion or received a GED from a state approved program."*

APPENDIX A

WORKSHEETS FOR COLLECTION OF NONACADEMIC DATA

Nonacademic Data Report Worksheet for 2004-2005
Student Retention and Dropout Data

District Name:_____   District Number:_____

School Name: _____   School Number: _____

Retention Totals:

Grade	Total Retained
04	
05	
06	
07	
08	
09	
10	
11	
12	

Dropout Totals:

Grade	Male	Female	African American	American Indian/Alaskan Native	Asian	Hispanic	White	Other
07								
08								
09								
10								
11								
12								
Total								

TOTAL GENDER		TOTAL RACE/ETHNICITY	

* **Please make sure that your total by gender equals total by ethnicity.**

Nonacademic Data Report Worksheet for 2004-2005
Graduate Transition to Adult Life Data

District Name: _____   District Number: _____

School Name: _____   School Number: _____

I. Gender		II. Race/Ethnicity					
Male	*Female*	*African American*	*American Indian/Alaskan Native*	*Asian*	*Hispanic*	*White*	*Other*
*TOTAL GENDER		*TOTAL RACE/ETHNICITY					

* *EXCLUDE FROM THIS TOTAL STUDENTS REPORTED IN CATEGORY 8 – DECEASED*

III. Transition Status for Graduates							
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
*TOTAL FOR STATUS CODES 1 THRU 7							

* *EXCLUDE FROM THIS TOTAL STUDENTS REPORTED IN CATEGORY 8 – DECEASED*

Transition Status Codes:

1 College- in KY (at least 12 semester units)
2 College- out of KY (at least 12 semester units)
3 Vocational/Technical/Special School (full-time)
4 Military Service (full-time)
5 Employment (at least 30 hours per week)
6 Work-school combination (at least 30 hours per week combined)
7 Unsuccessful (including un- or under-employed graduates and graduates who could not be found or verified)
8 Deceased

IV. NCLB Graduate Data:			
1	*2*	*3*	*4*
*TOTAL NCLB DATA			

* *EXCLUDE FROM THIS TOTAL STUDENTS REPORTED IN CATEGORY 8 – DECEASED*

NCLB Graduate Codes:

1 Graduated with a diploma in 4 years
2 Graduated with a diploma in 4 plus years, but their IEP allowed 4 plus years to graduate
3 Graduated with a diploma (not specified above) that took more than 4 years to graduate
4 Graduated with a certificate of successful completion or received a GED from a state approved program.

*Please make sure that your totals equal. The totals by gender, race/ethnicity, transition status, and NCLB graduate data should be the same. These totals should not include students reported as deceased.

ANNUAL SENIOR TRANSITION SURVEY School Year: [   ]

1. ABOUT YOURSELF: Complete the information below (please print)

Your name: _____
First Name   MI   Last Name

Address: _____
Street Address

_____
City   State   Zip Code

Home Phone: (____) _____

Parent/Guardian: _____
First Name   MI   Last Name

High School: _____
High school from which you are graduating

Date of Birth: _____
Month/Day/Year

Gender: ☐ Male   ☐ Female

RACE: ☐ African American   ☐ American Indian/Alaskan Native   ☐ Asian

        ☐ Hispanic   ☐ White   ☐ Other

2. WHAT DO YOU PLAN TO DO AFTER GRADUATION? (Please print)

If you do not know what you will be doing, provide your best guess.

☐ **Go to School (full or part-time in a college, vocational, technical, or special school)**

	Name of School	Location (City, State)
First Choice		
Second Choice		

☐ **Find a job**

	Name of Company	Location (City, State)
First Choice		

Second Choice

☐ **Join the military: (check one)**

    Army: ☐   **Coast Guard:** ☐   **Air Force:** ☐   **Marines:** ☐   **Navy:** ☐

☐ **Work full-time caring for home/family**

☐ **Participate in community service (Peace Corps, VISTA, religious duties, etc.)**

☐ **Other (describe):** _____

3. How can we reach you this fall? (Provide the address and phone number of someone, different than above, who will stay in contact with you.)

_____

Name of friend/family member   **Permanent street address**

_____

City   **State**   **Zip**   **Telephone**

Graduate was verified by: Status of Graduate:

FOR SCHOOL USE ONLY **Seniors- do not complete this section**

☐ Graduate   1 ☐ College in Kentucky
☐ Parent/guardian   2 ☐ College- out of state
☐ Sibling/friend   3 ☐ Voc/tech/Special School
☐ Neighbor/relative   4 ☐ Military service
☐ Post-secondary school   5 ☐ Employment
☐ Employer/military   6 ☐ School/work combination
                              7 ☐ Un-successful
                              8 ☐ Deceased

_____   _____
Name of school/district staff who verified graduate   **Date**

Did this student participate in the alternative assessment process?

☐ **Yes**   ☐ **No**

This section is to be completed by the Career and Technical Education Coordinator or CTE Teachers (*The information for questions 1 and 2 must be provided by the CTE Coordinator for the district or school at the end of the student's senior year.*)

1. Did this student complete a Career and Technical Education Major/Program?

☐ **Yes**   ☐ **No**

2. If '**Yes**', which CTE Career Major/Program did the student complete?

_____
(CTE Career Major/Program)

3 Is the student pursuing a post secondary education program related to the CTE Career Major/Program identified above?

☐ **Yes**   ☐ **No**

4   Is the student employed in an area related to the CTE Career Major/Program identified above?

☐ **Yes**   ☐ **No**

GRADUATE TRACKING TIP SHEET

PAPERWORK NEEDED FOR TRACKING

☐   **LIST OF 2004-2005 GRADUATES FOR YOUR HIGH SCHOOL**

☐   **SENIOR TRANSITION SURVEYS**

☐   **GRADUATE TRACKING LOG (OPTIONAL) - MAKE A COPY OF THIS FORM FOR EVERY 2004-2005 GRADUATE**

☐   **OTHER RELEVANT SCHOOL FILES (I.E. STUDENT RECORDS)**

STEPS FOR TRACKING STUDENT

☐   **TRACKING LOG:**

Fill in relevant information regarding graduate on your graduate-tracking log (one per student)

☐   **SCHOOL CONTACTS:**

Utilize contacts from your school. Contact a teacher, club advisor, vice principal, a student, relative or one of the student's friends in school who might be able to give you current information on the student. This person must be at least 14 years old. Follow through with any suggestions, using directory assistance, referrals, and any other leads you may develop.

☐   **FAMILY, SCHOOL AND EMPLOYERS:**
From annual senior transition survey, locate the section that lists the number where student can be located in the fall. Try reaching the student, responsible adult (family member at least 14 years of age, neighbor, etc.), employer, school or military service for information. If no number is provided, check with the school or organization that the student may have listed (employer, military, etc.) for more information.   Keep track of all calls on your graduate-tracking log.

☐   **STUDENT RECORD FILE:**
If no information provided through annual senior transition survey, research the student record file for a phone number so that you can contact the student's family or guardian.

☐   **OTHER RESOURCES:**
If you are unable to gain information for a student from any resources listed above, you may try to contact the Department of Motor Vehicles (DMV). Note: To do so, the DMV might require her date of birth and/or license number. A postal substation may be able to provide you with a forwarding address.

GRADUATE TRACKING LOG

NAME OF GRADUATE:	ID#:	SCHOOL:

PHONE LOG

DATE/TIME	TRACKER	PHONE# CALLED	PERSON CONTACTED	RESULT

MAIL LOG

DATE	TRACKER	PERSON/ADDRESS CONTACTED	RESULT

OTHER ATTEMPTS

DATE	TRACKER	ACTIVITY	RESULT

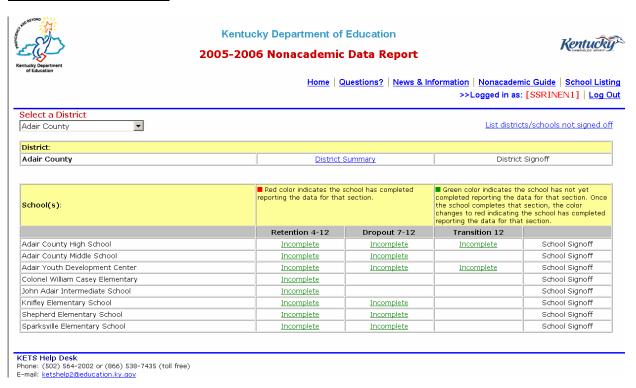|			

APPENDIX B

INSTRUCTIONS FOR WEB SUBMITTAL OF NONACADEMIC DATA

INSTRUCTIONS FOR SUBMITTAL OF NONACADEMIC DATA

1) Ask the Web Applications Administrator Point of Contact (WAAPOC) for your district to set up a User ID and Password for you. Any questions regarding your district's point of contact can be addressed by contacting the KETS Help Desk via e-mail: ketshelp2@kde.state.ky.us or call (502) 564-2002 or 1-866-538-7435 (toll free).

2) Have each school in the district complete the worksheet(s) found in this document for retentions, dropouts and transition to adult life data.

3) Log into our web site: http://apps.kde.state.ky.us/login/ or https://apps.kde.state.ky.us/non_academic.

4) Select the 2005-2006 Nonacademic Data Report.   You will need to type in your User ID and Password.

5) This will take you to the Main Page for the Non-Academic Data web application. Based on your user ID, you will see only the district and schools for which your WAAPOC has given you rights to enter data. The Main Page for the Non-Academic Data web application will look similar to this:

Non-Academic Main Menu:

6) Different users will have access to different schools. The District DAC and WAAPOC will have access to the entire district and each school. Data is to be entered at the school level for each of the 3 reporting areas (Retention, Dropout, and Transition to Adult Life). The first time this page is accessed, each reporting area for every school should say "Incomplete". To enter data click on "Incomplete" where the column and row for the report and school intersect. It is recommended that you complete the reports in the order of the columns: Retention first, then Dropout and finally Transition.

7) When you click on "Incomplete" for Retention you will go to the data entry for Retention Data for the school you selected. The Retention data entry screen will look similar to this:

Retention Page:

Back to School Listing

District: **Adair County**   School: **Adair County High School**

Nonacademic Data: **Retentions**		
Please report the number of students retained during the 2004-2005 school year.		
Total reported can not exceed enrollment of **798**.		

Grade(s)	Retention Count	
9th	0	
10th	0	☐ No Retentions reported for this school
11th	0	
12th	0	

☐ **This Section Is Finished**
(When you have completed each section, check here to indicate completion)

Save   Close

KETS Help Desk
Phone: (502) 564-2002 or (866) 538-7435 (toll free)
E-mail: ketshelp2@education.ky.gov

8) Enter numeric data only (no alpha or other characters besides numbers) in each of the cells provided. If there are no retentions to report for this school, click your mouse in the square next to the words: "**No R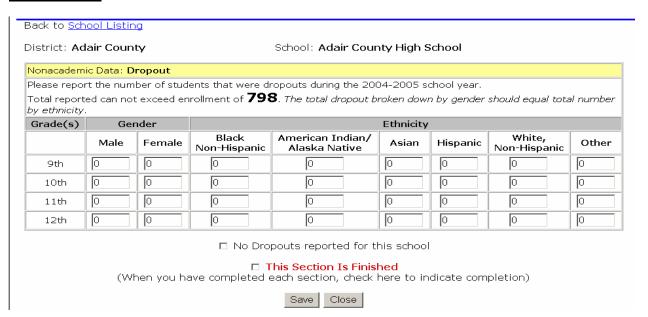etentions for this school**". When there is no data to report or all the retention data has been entered for the school, click in the square at the bottom center of the page marked, "**This Section is Finished**", then "**Save**" and "**Close**". (This will return you to the Main Page shown above in item 5.)

9) Notice that the word, "**Incomplete**" has changed to "Complete". This means you have completed the data and clicked save on the data entry screen as described in the item above.

10) Data entry for the remaining two reports (*Dropout* and *Transition to Adult Life*) work similar to the Retention data entry screen, each with a box to check when there is no data to report and when the section is finished. As described in item 9, the word "Complete" will appear on the Main Page when you have clicked the, "This Section is Finished" box, followed by clicking on "Save", then "Close". Remember, you must click on "Save" and "Close" for each report.

Please note the new status code 8, for Deceased graduates.   These graduates are reported only as status 8 – Deceased, Non-Classified and are not included in the total number of graduates. Do NOT report gender and race/ethnicity data on deceased graduates.

Also note that there are four additional questions on the Transition to Adult Life report relative to new No Child Left Behind requirements. These four questions in section IV of the report count the number of graduates based on receipt of a diploma in four years; greater than four years as allowed by an IEP; greater than for years for other reasons; and graduated with a certificate of successful completion. All 4 sections of the Transition to Adult Life should report the same number of graduates.

On the next page are the screen shots of both the *Dropout* and *Transition to Adult Life* reports:

Dropout Page:

Back to School Listing

District: **Adair County**   School: **Adair County High School**

Grade(s)	Gender		Ethnicity					
Nonacademic Data: **Dropout**								

Please report the number of students that were dropouts during the 2004-2005 school year.

Total reported can not exceed enrollment of **798**. *The total dropout broken down by gender should equal total number by ethnicity.*

Grade(s)	Male	Female	Black Non-Hispanic	American Indian/ Alaska Native	Asian	Hispanic	White, Non-Hispanic	Other
9th	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0

☐ No Dropouts reported for this school

☐ **This Section Is Finished**
(When you have completed each section, check here to indicate completion)

Save   Close

Transition Page:

Back to School Listing

District: **Adair County**   School: **Adair County High School**

Nonacademic Data: **Transition to Adult Life - Graduates Only**

Please report the number of students by gender, ethnicity and transition status that were graduates in the 2004-2005 school year.

Total reported can not exceed enrollment of **798**. *Enter the same total number of graduates for each section (I., II., III, and IV) below.*

I. Gender		II. Ethnicity					
Male	Female	Black Non-Hispanic	American Indian/ Alaska Native	Asian	Hispanic	White, Non-Hispanic	Other
0	0	0	0	0	0	0	0

III. Transition Status

0	1 - College - in KY (at least 12 semester units)
0	2 - College - out of KY (at least 12 semester units)
0	3 - Vocational/Technical/Special School (full time)
0	4 - Military Service (full time)
0	5 - Employment (at least 30 hours per week)
0	6 - Work-school combination (at least 30 hours per week combined)
0	7 - Unsuccessful (including un- or under-employed graduates and graduates who could not be found or verified)
0	8 - Deceased **(The total entered as Deceased are NOT included in the totals by Gender and Ethnicity/Race above)**

IV. No Child Left Behind (NCLB) Data

0	1 - Graduated with a diploma in 4 years
0	2 - Graduated with a diploma in 4 plus years, but their IEP allowed 4 plus years to graduate
0	3 - Graduated with a diploma (not specified above) that took more than 4 years to graduate
0	4 - Graduated with a certificate of successful completion or received a GED from a state approved program

☑ No Graduates reported for this school

☐ **This Section Is Finished**
(When you have completed each section, check here to indicate completion)

Save   Close

KETS Help Desk
Phone: (502) 564-2002 or (866) 538-7435 (toll free)
E-mail: ketshelp2@education.ky.gov

11) After you have keyed in your data on each screen and returned to the Main Page, click on the words, "School Signoff" for that school. This locks the data in place and confirms the data has been entered. Upon clicking on "School Signoff" it will change to say "School Signed". When all schools in a district have the "School Signed" indicator, the District Assessment Coordinator (DAC) can click on "District Signoff" on the Main Page to lock down all data for every school within the district.

12) If you discover you need to change data on a school that you have already clicked on the signoff, your DAC or WAAPOC will be able to "unlock" the data for that school to allow for changes. Similarly for "District Signoff", the WAAPOC can "unlock" the entire district.

13) At any time from the Main Page, the DAC or WAAPOC may click on the words "District Summary" to get a report on data for all schools in a single table.

District Summary Page:

Back to School Listing

District Rate Summary for: **Adair County**

School Name	Retention 4 - 12	Dropout 7 - 12	Senior Transition
Adair County High School	0 %	0 %	0 %
Adair County Middle School	0 %	0 %	0 %
Adair Youth Development Center	0 %	0 %	0 %
Colonel William Casey Elementary	0 %	0 %	0 %
John Adair Intermediate School	0 %	0 %	0 %
Knifley Elementary School	0 %	0 %	0 %
Shepherd Elementary School	0 %	0 %	0 %
Sparksville Elementary School	0 %	0 %	0 %
District	**0 %**	**0 %**	**0 %**

These rates reflect preliminary calculations. Actual rates are determined by the Division of Assessment and Accountability.

* Retention rate calculation is based on 2004-2005 year-end membership.
** Dropout rates calculation is based on 2004-2005 fall membership.
***Transition rates is based on successful transitions versus number of graduates.

KETS Help Desk
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E-mail: ketshelp2@education.ky.gov

14) Please note that if you are in the middle of keying in your data for a school, and get interrupted, you can choose save and close without marking the "This Section Is Finished" box. This will allow you to save what you have keyed in so that you can continue the data entry at another time.

If you need assistance with this web based application or submission of this data, please contact Chris Thacker at (502) 564-5279 or via email at chris.thacker@education.ky.gov.

APPENDIX C

REGULATIONS RELATING TO NONACADEMIC DATA

703 KAR 5:130. School district accountability.

RELATES TO: KRS 158.645, 158.6451, 158.6453, and 158.6455

STATUTORY AUTHORITY: KRS 156.070, 158.6455

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6455 authorizes the Kentucky Board of Education to promulgate an administrative regulation establishing a local school district accountability program. This administrative regulation establishes eligibility for district rewards, and it establishes procedures for determining assistance and other consequences for local school districts having schools in need of assistance as defined in 703 KAR 5:020.

Section 1. Definitions. (1) "District evaluation team" means one (1) or more scholastic audit teams as established in 703 KAR 5:120.

(2) "Level 3" means a classification assigned to a school that has an index score that places it in the lowest one-third (1/3) of all schools below the assistance line.

Section 2. (1) Dropout data generated at an A2-A6 school shall be attributed to the school district in which the A2-A6 school is located, unless the district exercises the option in subsection (2) of this section.

(2) If a district where an A2-A6 school is located can identify the A1 school which would have served the student if the student had not required services offered by the A2-A6 school, then the dropout data regarding that student shall be assigned to the A1 school. If a school district exercises this option, the district shall accurately report specific student dropout data to the district containing the accountable A1 school to be included in the nonacademic data reported the Department of Education. If, after reasonable effort, the district cannot determine the proper A1 school of accountability, the district may request that the Kentucky Department of Education assign the data to the proper district or regional data.

Section 3. A local school district in which all schools are classified as progressing or meets goal under 703 KAR 5:020 and meets the dropout criteria established for schools in order to earn rewards in 703 KAR 5:020 shall be declared an exemplary growth district and shall receive rewards as determined by the Kentucky Board of Education.

Section 4. (1) A local school district shall be held accountable for providing its schools appropriate instructional leadership and instructional support.

(2) A local school district containing a school that is classified as Level 3 that was not classified as Level 3 the previous accountability cycle shall modify its district consolidated plan by including a specific support plan designed to assist each Level 3 school in improving its academic achievement. The plan shall address each of the areas listed in Section 5 of this administrative regulation and shall be sent to the local board of education members and to the Level 3 school council members or, if none exists, the principal, for approval.

(3) If a school is classified as Level 3 for two (2) or more consecutive accountability cycles, the school district shall be subject to a district audit conducted by a district evaluation team. The team shall review each of the areas outlined in Section 5 of this administrative regulation and the district's implementation of the previous accountability cycle's school support plan. The district audit team shall also evaluate the district as to district responsibilities using "Standards and Indicators for School Improvement", which is incorporated by reference in 703 KAR 5:120.

Section 5. A local school district shall address the following areas in its school support plan:

(1) Instructional leadership shall include evidence that the local school district provides:

(a) Instructional staff access to curriculum-related materials and training necessary to use curricular and data resources relating to the goals for Kentucky public schools established in KRS 158.645 and 158.6451 and the academic expectations established in 703 KAR 4:060 and the school's performance trends, which include state assessment data and other student achievement performance measures identified by the district;

(b) A professional development planning process that results in training activities provided for the certified staff within the goals established in KRS 158.6451 and the local needs assessment required in 704 KAR 3:035, annual professional development plan. The district shall include evidence that it equitably and effectively distributes professional development resources and has designed a district professional development program based on student achievement data; and

(c) A structure for instructional improvement including evidence that the local school district is actively supporting a systematic, school improvement planning process involving appropriate stakeholder groups, including parents, business representatives, and the general public, and the district is using all available and appropriate data;

(2) Financial services and support shall include evidence that district resources have been distributed to each school equitably and consistently in accordance with the requirements of 702 KAR 3:246, School council allocation formula. The district shall also demonstrate that decisions about discretionary funds and other available resources not included in the school allocation formula are directed by an assessment of need or a required plan, all of which are data driven;

(3) Safe and secure instructional facilities shall include evidence of adequate and equitable maintenance of facilities. In addition, safe and secure instructional facilities shall include evidence that the school district has reviewed and assisted in the implementation of the school-based safety plans dealing directly with issues related to discipline and a safe school environment; and

(4) An effective certified employee evaluation program shall include evidence that the evaluation of the principal and certified staff has been implemented in a regular and timely manner consistent with the district's approved evaluation plan submitted under KRS 156.101 and that the evaluation process focuses on improving instruction.

Section 6. The district evaluation team shall submit a report, including its recommendations, to the Commissioner of Education, the district superintendent, and the local board of education within two (2) weeks of its review. The report shall be presented by a member of the district evaluation team at a local board of education meeting with opportunity for public comment. The district evaluation team recommendations may include the following:

(1) No additional action is needed because the district is effectively implementing its school support plan which reflects strategies to meet the needs of the Level 3 school;

(2) Revisions to the school support plan are needed even though the district has effectively implemented its plan;

(3) Revisions in implementation procedures are needed as implementation of the school support plan is not effective; or

(4) A management audit as provided in KRS 158.785 and 703 KAR 3:205 is needed because the district has not effectively developed or implemented its school support plan.